

## **ACTIVITY MATERIALS**

### **LESSON 1**

- 1.1 Icebreaker (no materials)

### **LESSON 2**

- 2.1 Instructor Roleplay scenarios (instructor only)

### **LESSON 3**

- 3.1 Negligence scenarios

### **LESSON 4**

- 4.1 The Apple Exercise (instructions, instructor only)

### **LESSON 5**

- 5.1 Room Setup scenarios

### **LESSON 6**

- 6.1 Use Your Objectives (no materials)
- 6.2 Teach a Simple Skill (no materials)
- 6.3 Affective Skills scenarios

**LESSON 7**

7.1 Evaluation Instruments (no materials)

**LESSON 8**

8.1 Decide on Your Methods (no materials)

8.2 Instructor Roleplay scenarios

8.3 Mini-Presentation activity description

**LESSON 9**

9.1 Design Your Own Media (no materials)

**LESSON 10**

10.1 Develop Your Lesson Plan (no materials)

**FINAL PRESENTATIONS**

Refer to the Final Presentation section of your notebook.

## **Activity 2.1 – Instructor Roleplay**

### **Objective:**

Given a scenario, students will participate in a roleplay activity. The students will enact the roles and responsibilities discussed in this lesson.

**Suggested Time:** 30 minutes

**Organization:** Pairs, then Entire Class

**Materials:** Scenario Cards

Please note that the activity materials include two types of scenario cards:

- Paired roleplay (a set of two cards, one for the "instructor" and one for the student)
- Blank cards for you to fill in with additional scenarios

### **Instructions:**

1. Break the class into pairs. Hand out copies of the roleplay cards and have participants look at the scenario described.
2. Give participants 3 minutes to roleplay their scenario.
3. Have everybody switch roles and pass out another scenario to each pair.
4. Have participants roleplay the second scenario in front of the class.
5. Debrief the activity by reviewing the applicable instructor roles and attributes. Reinforce the use of positive, constructive, and corrective feedback whenever possible.



## **ACTIVITY 2.1—INSTRUCTOR ROLEPLAY**

Your role is to play an irresponsible student. Your opening line is: "I just can't make it to the exam next Thursday night ... "

You are the instructor. This student just approached you in the hallway during break.



## ACTIVITY 2.1 – INSTRUCTOR ROLEPLAY

Your role is to play a student who has had a death in the family and has fallen behind. Your opening line is: "I just don't know if I'll be able to make it through this course."

You are the instructor. The student has just come to you to discuss something "personal."





## ACTIVITY 2.1—INSTRUCTOR ROLEPLAY

Your role is to play a hostile student. Your opening line is: "The reason I didn't do well on that Practical Exam is that you didn't give us enough chance to practice..."

You are the instructor. You know that this student may fail the course.



## ACTIVITY 2.1—INSTRUCTOR ROLEPLAY

Your role is to play a student who has come to class smelling of alcohol for three weeks running. Your opening line is: "Look, I really don't think this has anything to do with my EMS work..."

You are confronting a student who has come to class smelling of alcohol for three weeks running.



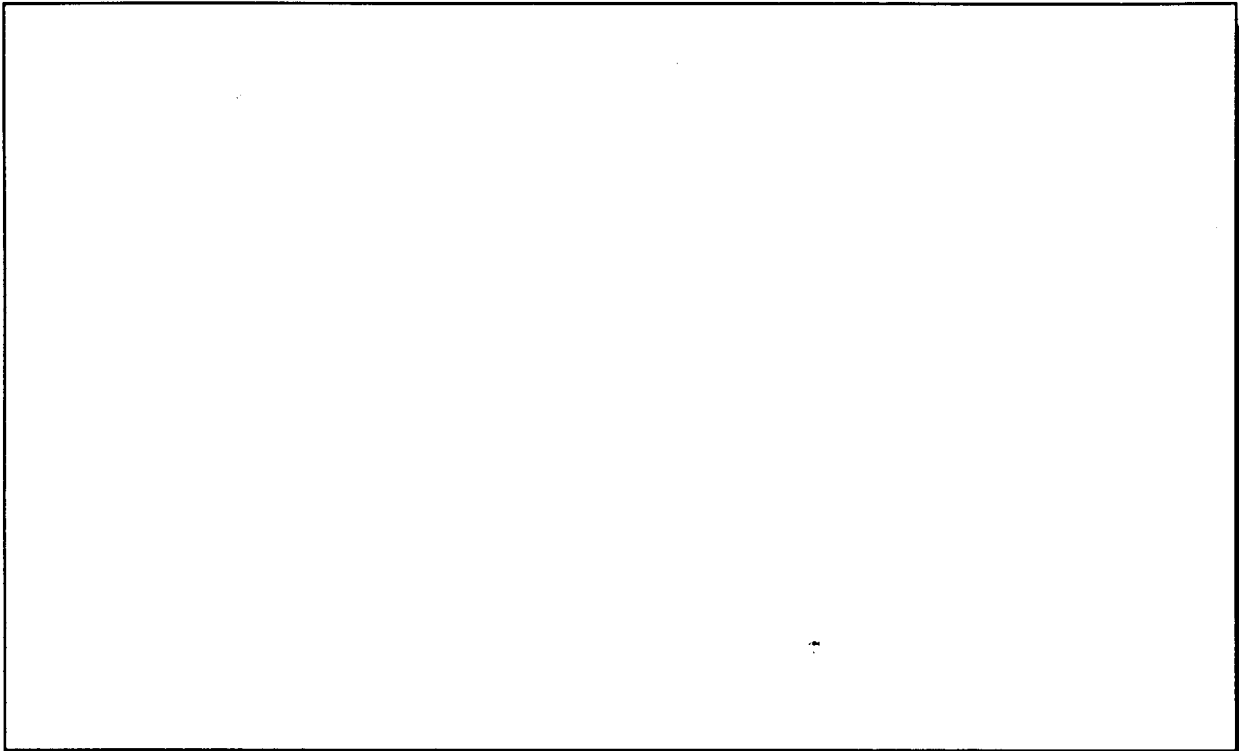
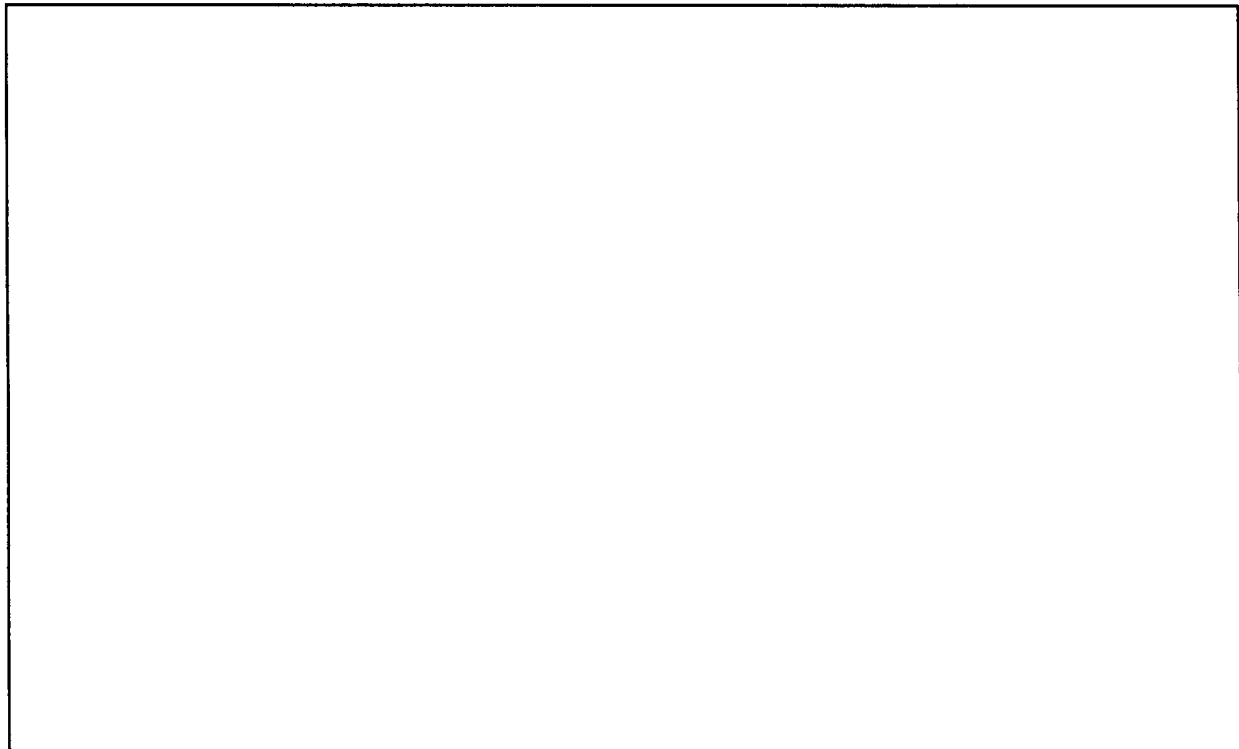
## ACTIVITY 2.1—INSTRUCTOR ROLEPLAY

Your role is to play a very competent student that always comes in late. Your opening line is: "Well, yes, I know I'm late sometimes, but I always get the job done..."

You are the instructor. You are confronting the best student in class—who is always late.



## ACTIVITY 2.1—INSTRUCTOR ROLEPLAY

A large, empty rectangular box with a thin black border, intended for roleplay activity. It is positioned in the upper half of the page.A second large, empty rectangular box with a thin black border, identical to the one above, intended for roleplay activity. It is positioned in the lower half of the page.





### **ACTIVITY 3.1—NEGLIGENCE SCENARIOS**

#### **Scenario #1**

A student in your class contracts Hepatitis B. The student sues you, the instructor, for negligence based on the fact that another student in the class also had Hepatitis B and that their only form of contact was through using the same mannequin in your class. You always use disposable covers for the mannequin's mouth and always clean the mannequin before class. Your log book was not completed for that class.

Could you be considered negligent? If so, describe how each of the four elements of negligence is met. If not, describe how at least one has not been met.

#### **Scenario #2**

An EMT witnesses a woman having a heart attack at a local coffee shop, but does not offer to help. Later the woman learns that an EMT was present and decides to sue both the EMT and her instructor. Your notes for the lesson clearly state that an EMT who is not on duty is never required to give assistance.

Could you be considered negligent? If so, describe how each of the four elements of negligence is met. If not, describe how at least one has not been met.



## **ACTIVITY 3.1—NEGLIGENCE SCENARIOS**

### **Scenario #3**

An EMT, who was a former student of yours, fails to adequately isolate a patient with a new strain of virus, now airborne. The EMT and a bystander both contract the virus. The airborne nature of this new strain was just beginning to be described in medical journals when you delivered training to this EMT's class, but no changes had been made to the standard curriculum.

Could you be considered negligent? If so, describe how each of the four elements of negligence is met. If not, describe how at least one has not been met.

### **Scenario #4**

During a class you direct pairs of students to practice performing IVs. Your beeper goes off and you go to the pay phone to respond to an urgent message, leaving the students without direct supervision. During that time, an IV breaks off, causing a plastic embolus and resulting in a student's hospitalization.

Could you be considered negligent? If so, describe how each of the four elements of negligence is met. If not, describe how at least one has not been met.



## **Activity 4.1 – The Apple Exercise**

**Objectives:** Demonstrate how learning and the application of learning is impacted when you move from "real" examples to relatively "unreal/symbolic" representations of a concept.

Use this activity to demonstrate that there are kinesthetic, auditory, and visual aspects of learning. These learning styles are covered in depth later in this lesson.

**Suggested Time:** 30 minutes

**Organization:** Small groups and entire class

**Materials:** One per group of each of the following:

1. Apple (and a knife)
2. Fake apple (realistic, craft-type)
3. Line drawing of an apple on an index card
4. The word "apple" written on an index card

### **Instructions:**

- Have each group select a reporter and a facilitator.
  - You, the instructor, should function as the timekeeper.
1. First hand out an apple to each group. Have them "experience" the apple and list as many words as possible to describe the item within 3 minutes.
  2. Then, ask the facilitator for each group to give you three words from their list. Record on a flipchart.
  3. Finally, ask each group to tally the number of words generated and record it on their list.

Continue the process for each item on the list.

Debrief through guided discussion as an entire class. Discuss the differences between the lists generated, but not only in terms of the number of words. Ask students if a person reading each list would be able to identify what was being described.

### **Suggested Enhancement:**

If desired, demonstrate the use of rewards in an adult learning environment as follows:

1. Tell the groups when you start the exercise that the "winner" will get a prize.
2. Add up the number of words that each group generated.
3. Reward the group with the "highest score" by giving them a prize, e.g., some candy.
4. Debrief.
5. Then, give out the "prize" to the whole class.

### **DEBRIEF**

Ask how the groups feel about the reward system. Possible responses may include:

- Not fair, their list was not as creative
- Some of their words shouldn't be accepted
- What about us? We did well, too

Compare and contrast the use of rewards in a adult setting versus with children. Ask the groups how being told they would get a "prize" affected task performance. Ask the group for ideas about how to effectively motivate and reward adults.

### **ACTIVITY 5.1 – ROOM SETUP DESCRIPTION CARDS**

1. A graduate seminar with 12 students: The Philosophic Underpinnings of the New Russian Republic
2. Certification for Electrician's Apprentice with a class size of 10

1. Business School class with 35 students: Microcomputer Use for the Administrative Assistant
2. A half-day session sponsored by the International Society of Arboriculture with 6 students enrolled: Safe Procedures in Electrical Accidents.





## ACTIVITY 5.1 – ROOM SETUP DESCRIPTION CARDS

1. Undergraduate course with 60 students: Introduction to Mass Communication
2. Class of 18: Pig heart dissection

1. EMT-Paramedic Refresher Course with 8 students: Pre-Hospital Trauma Life Support (PHTLS)
2. Tutoring session for homebound student in Biology



## ACTIVITY 5.1 – ROOM SETUP DESCRIPTION CARDS

1. A graduate course in Environmental Sciences with 20 students:  
Biohazards of the Chesapeake Bay
2. Technical School for Network Techicians. Class Size: 40  
students

1. English as a Second Language class for eight volunteers
2. Medical School class with 26 students: Pharmacology



### ACTIVITY 6.3—SITUATIONS REQUIRING AFFECTIVE SKILLS

Parents have just been informed that their six-year-old son has died of poisoning. The father becomes belligerent and accuses you of failing to treat his son in time.

You've arrived on a call and all indications are that the patient is dying. Family members are present and one is hysterical.

You've answered a call from a woman who has been beaten and should be checked for internal injuries. No one else is present.

You're riding with the ambulance crew and the vehicle is involved in an accident. The driver of the other car begins screaming at you.

You are part of a volunteer rescue squad. During a weekly social get together the group has just been told that the money that you were all expecting for new equipment has been allocated to something else. One team member has threatened to quit.

A student has come to you to report the death of their mother.



### ACTIVITY 6.3—SITUATIONS REQUIRING AFFECTIVE SKILLS

You need to explain to an elderly patient that you have to take them to the hospital.

You've arrived at an accident and many bystanders have gathered around. Their presence is making the victim uncomfortable.

You are dealing with a child who has been cut badly and is scared. The mother is crying.





## **Activity 8.2—Instructor Roleplay**

### **Objective:**

Given a scenario, students will participate in a roleplay activity. Students will simulate appropriate instructor responses, display proficiency in the use of feedback, and demonstrate the communication skills discussed in this lesson.

**Suggested Time:** 30 minutes

**Organization:** Paired roleplays conducted in front of the class

**Materials:** Scenario Cards

Please note that the activity materials include three types of scenario cards:

- Roleplay Scenario Cards (6)—these cards are given to the participant playing the student. The instructor responds appropriately, according to the objectives listed above.
- An additional card has been provided with four scenarios that require a classroom situation to roleplay. To enact a group roleplay, see the instructions below.
- A blank card for you to reproduce and fill in with additional scenarios

### **Instructions:**

#### **PAIRED ROLEPLAYS**

1. Break into pairs. Hand out copies of the roleplay cards and have participants look at the scenario described.
2. Give participants 3 minutes to roleplay their scenario.
3. Debrief the activity by reviewing instructor roles and the use of feedback. Reinforce the principles of active listening and review confirming as opposed to disconfirming responses, using examples from the roleplay to illustrate.

## **Activity 8.2—Active Listening Roleplay (cont'd)**

### **GROUP ROLEPLAY**

If desired, set up and enact a group roleplay for additional practice in a classroom rather than a one-on-one, or counseling, situation.

1. Break the class into two groups
2. Have each group select an "instructor"
3. Assign a couple of specific roles, and ask the others to roleplay one of the "challenging" students discussed in Lesson 2, e.g., the Clown, the "Voice of Experience," etc.
4. Have each group roleplay a classroom interaction
5. Debrief, pointing out the differences between group and one-on-one encounters with students.

## ACTIVITY 8.2—INSTRUCTOR SKILLS ROLEPLAY

You are upset because another student has been harassing you and have asked for a meeting to discuss it.

A new EMT has volunteered in your unit, and you just don't like him. Things got nasty during your last shift and you're thinking of quitting. You've decided to talk it over with your instructor.



## ACTIVITY 8.2—INSTRUCTOR SKILLS ROLEPLAY

You've come to ask for an extension for completing your clinicals.

The school has lost your records and you want to enroll in a class.



## ACTIVITY 8.2—INSTRUCTOR SKILLS ROLEPLAY

Your car broke down on the way to class the day you were to do your Final Presentation.

Last night when you were on call, your team responded to a call in which the father of three children was killed in a head-on collision. You are upset and just want to talk about it.





## ACTIVITY 8.2—INSTRUCTOR SKILLS ROLEPLAY

During a class session, you express confusion about the procedure the instructor is explaining.

You're in a class on Patient Assessment and you're reluctant to do the secondary assessment.

You are an elderly person who has held advanced first aid cards for 30 years. You feel this is all you need to provide good patient care on the ambulance.

You are a paid provider and are being forced to attend this class with no salary incentive. You feel you already know the material or that it is not relevant in your position.



### **ACTIVITY 8.3—MINI-PRESENTATION**

In this exercise you will make a three-four minute presentation to practice the skills we have just discussed. You will tell about a personal experience, the best thing that ever happened to you, your biggest surprise, your most intense scare, your most embarrassing moment—anything that you feel strongly about. You can choose a work-related story, but it is not necessary.

Focus on using the communication skills we have discussed.

- Engaging opening
- Eye contact
- Open posture
- Appropriate gestures and movement
- Understandable and clear speaking voice
- Logically ordered presentation
- Stress key points
- Effective closing

You will have ten minutes to prepare your presentation. Use this basic structure.

#### **Introduction**

Introduce the topic. Draw in the audience's interest. Ask a question, show a prop, throw out a teaser (something trainees will be waiting to hear the outcome of at the end of the story).

#### **Body**

Tell your story.

#### **Conclusion**

Close your presentation with a "punchline." The effect the event had, what you learned, or advice for your audience if they find themselves in a similar situation.

Give the presentation without note cards and do not stand behind the lectern or table. Becoming comfortable and working without these props will help you to develop an open, natural style.

